AN EVALUATION OF THE PROGRAM FOR THE TEACHING OF EXCEPTIONAL CHILDREN OF POLK COUNTY, FLORIDA

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APPROVAL

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Reader

Reader

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of the Graduate Committee

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TABLE OF CONTENTS

TABLE OF CONTENTS

CHAPTER I

SETTING THE PROBLEM

The Problem

General Statement

The purpose of this study is to evaluate the program, as it now functions, in the teaching of exceptional children of Polk County, Florida. It will explore some socio-economic conditions of schools, homes and communities, which seem to be contributing causes to the need for the program.[1]

The study will examine some results of the program after its first year of operation and attempt to determine how well the objectives are being met.

At a time when there is a desire on the part of the tax paying public to weigh all educational programs on the scales of economic values, an examination of the environmental values is in order.[2]

Specific Problem

What methods and materials need to be used in the Public Schools of Polk County, in order to assure the exceptional

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1. State Department of Education, Bulletin 9, A Guide to Improved Practice in Florida Elementary Schools.

2. Paul H. Landis, "The Dollar Value of Education," Journal of the National Education Association (May, 1949) pp. 366-367.

Chapter I

[illegible] and [illegible]

The Problem

General Statement

The purpose of this study is to evaluate the structure, as it now functions, in the execution of curriculum [illegible] of public [illegible]. It will evaluate some socio-economic conditions of schools, human and community, which seem to be contributing factors to the need for the program.[1]

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Specific Problem

Two methods and materials need to be used in the Public Schools of York County, in order to achieve the curriculum

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1. [illegible] Department of Education, Bulletin 7, A Guide to Improved Practice in Public Elementary Schools.

2. Ward C. Counts, "The Dollar Value of Education," Journal of the National Education Association (Jan., 1960) pp. 1[illegible]-[illegible].

child an education commensurate with his abilities and potentialities? The foundations of Democracy suggest equal opportunity for all in education as well as in other areas.[3] At the present time there is a difficult goal, though surely no more difficult than other demands made by the public on the educational systems of the nation.

The schools of Florida, especially those of Polk County, enroll many children who are rated "exceptional," because of a deadening home environment. Some causes probably are: poor nutrition, dearth of medical attention, and in some cases hereditary mental deficiencies.

Also, because of accidents, diseases, birth injuries, poor pre-natal and post-natal care, there are enrolled children who are unable either physically or mentally to profit from instruction as it is given in the ordinary classroom situation.

A functional program, together with the proper materials of instruction, in order to comply with Florida's compulsory school attendance law, has become a pressing problem.

The teacher in the classroom containing thirty or in many cases forty-five children knows that very little, if anything can be done for the child who rates seventy or lower on the I. Q. test, and who at the end of the fourth grade, has

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3. Arch O. Heck, Education of Exceptional Children, p. 12.

not yet learned to read. Since participation in almost any activity, except physical education, is impossible for this child, and since his teacher can do little to help him, he quickly becomes a serious problem. He is maladjusted and frustrated; he feels that his environment is unfriendly, and that failure is inevitable. As a result, habits of truancy sometimes develop, and in many cases the attendance officer has another problem to solve, and eventually the Juvenile Court has another youthful offender on its records.

Definition of Terms

The Exceptional Child: for the purpose of this study, this term shall be interpreted to mean a child who is taken out or left out of his normal group. Specifically it shall refer to children who are on the exceptionally negative side.

Scope of the Problem

The study was made of the program and of the children now enrolled in classes for the exceptional children in Polk County. These classes have been in operation for one year. Consideration was given to evidences of improvement in attitudes, personal appearance, health, responsibility for self, social adjustment, citizenship, academic work, arts and crafts, and participation in group activities.

Recognition was given to the help extended to the homes through the education of these children in the special classes.

The morale of the parents already seems much improved as the children show progress in their work, and a feeling of security is experienced when they see the possibility that their child will be able to make his contribution to life in a Democratic society.

Those teachers and supervisors of the educational program, who are eager for improved liaison between the home and the school, should not fail to note that education finds an enthusiastic public relations agent in the parent whose child is able to make some progress in a special class after experiencing repeated failure for several years.

No less important is the happiness and mental uplift of the children themselves, when at last the stigma of failure has been removed and they are able to make progress, once the work has been geared to their mental speed in the special classes. Some of the children are experiencing their first success this year in the special classes and are very enthusiastic about their own progress.

Basic Hypothesis

It is believed that when data are organized and presented, it will reveal a possible correction of the difficulties now encountered in educating the exceptional children in the public schools.

Since the program is known to be a benefit to society in its present form, it should be of more worth in the near future, when preventive measures are incorporated into the work.

The results of the pretests showed which [illegible] of the
[illegible] were successful in their work, and a feeling of security
is manifested when they see the possibility that their [illegible]
will be able to make his contributions on their [illegible]
product.

These problems and possibilities of the educational pro-
gram, also can serve for improved dialogue between the home and
the school. Should not that be more than education [illegible] as
[illegible] (while [illegible] work in the [illegible] where child
is able to [illegible] [illegible] in a [illegible] other [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible]).

It is [illegible] in the [illegible] [illegible] ability of
the [illegible] [illegible], [illegible] at least [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible], [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible]. [illegible] of the [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible].

<u>Basic Competence</u>

It is believed that [illegible] [illegible] [illegible] [illegible]
it will [illegible] a possible contribution of the difficulties not
[illegible] in adapting the [illegible] [illegible] to the [illegible]
[illegible] schools.

[illegible] the program is [illegible] to be a [illegible] to [illegible]
[illegible] [illegible]. It should [illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

Need for the Study

As in all new programs there is a necessity for a careful study of aims and objectives so that an accurate picture of what the program is expected to accomplish can be presented to the public.

A survey of the group which the program is expected to serve, will disclose that those who do not profit by the work, should be placed in a state school. This will enable the special teachers to instruct more efficiently those who can be expected to profit from the program.

Chronological age groups should be considered. At present in Polk County the policy is to wait until the child has been in school for several years, thus proving that ordinary classroom teaching is of no benefit to him, before he is placed in a special group. It should be carefully considered whether it would be more advantageous to make placement at the end of the first year in school, or whenever the Detroit Test (now used in the first grade) shows the child to be of low I. Q. It is not extremely difficult, in most cases, to distinguish those children who need special attention.

Leading authorities in the field of special education believe that exceptional children can learn academic work, provided it is presented slowly enough and at a level sufficiently elementary for the child's mental age.[4] Many children do not learn to read until they are twelve years of age.

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4. Ibid., p. 343.

Other educators believe that the teaching of arts and crafts, tool work, hand work, and shop, together with right habits and attitudes is the proper method of educating these exceptional children.[5] There are others who would develop whatever single skill the individual happens to possess along one certain line and to attempt nothing else in the way of education.

The program needs evaluation and examination against the known fact that more can be accomplished where interest and effort are hand in hand, and where all persons interested in a project let their interest be known. The extent to which this can be accomplished will determine the growth and status of a project more than any other known factor.

Incidence of the Problem

In the autumn of 1944, the writer returned to the school room as a classroom teacher, after an absence of ten years. It was with amazement that the same problems confronting the classroom teacher, concerning exceptional children were again encountered. The only new method noted was, "Social Promotion," instead of "Failure," or "Retained in same grade," placed on report cards. The above method solved no problem but created other and more pressing difficulties.

The classroom to which the writer returned contained forty

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5. Ibid., pp. 350-352.

Other educators believe that the teaching of some non-
fiction, and -only, fiction work, and also, providing with other
leaders and activities is the proper method of educating these
exceptional children.[1] Some are simply the world terrified lest-
ever single skill the individual happens to possess from one
position like that of a school building plan in the way of educa-
tion.

The proper basis evaluation and evaluation regarded the
learn fact that every can be accomplished where learned and
effect are lived in fact, and there all because disturbed in a
modest lot that this infinity be known. The effect to which this
may be accomplished will determine the growth and success of a
student more than any other human factors.

Conditions of the Problem

In the autumn of 1970, the senior principal in the school
where we a elementary handbook. Often an observer of the school.
Three with measurement such you some problem concerning the
elementary teachers, nonexistent school children who again
experienced. The only the method based our, "Social Interaction,"
Instead of "Children," or "Measured in some grade," spread as
student cards. The above method failed to improve but not the
other and more complex difficulties.

The classrooms to build the similar reformed constructed teach-

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1. Idem., pp. 1-27.

boys and girls in two grades; among these were at least five exceptional children. Three were mentally retarded, one child had a difficult reading problem, and the other was maladjusted socially.

In desperation, the principal was consulted when the problem became more difficult. She was new in the State of Florida and also in the school, and was unable to suggest anything that seemed a reasonable, workable plan to help either the children or the teacher. All authorities to which the problem was referred agreed that there were no provisions at that time for the exceptional group, but promised to bring the matter to the attention of the proper authorities.

The first of the next year the writer was asked to fill the vacancy left in the school by the sudden resignation of the principal. The problem of the exceptionals was still there, and the exceptional children had increased in numbers. Teachers were voicing the opinion that the normal children were being retarded by the association with the exceptionals.

At the close of the session, one teacher refused to sign her contract to return unless there was a promise that the trouble-makers would be removed. The writer was a teaching-principal, and the only solution to the problem seemed to be placing the exceptionals in the principal's own classroom, giving them some construction materials, picture books, easy reading material, and all attention possible.

Mary was afraid to her problem; some, those who at least view environmental solutions. Those were specifically technical, and while that a satisfactory working problem, but the other was unadjusted problem.

In interpretation, the authors use something that the mathematics more difficult. She was one in her years of study and also in the school, and was unable to answer questions that seemed a reasonable, workable plan to help students the minister or the teacher. All authorities in which she problem the typical school that there were no textbooks of any kind the educational theory, but promised to delve the matter to the attention of the proper authorities.

The first of the part that the author was asked to fill the vacancy left in the school by the sudden resignation of the principal. The problem of the overcrowding the pupil there, and the educational conditions had increased so greatly. Therefore were relative the problem and the moral problem were being introduced by the association with the overcrowdedness.

If the place of the teacher, the teacher refused to sign the contract to return unless there was a problem that the trouble-makers would be removed. The author was a beginning-teacher, and the only solution to the problem seemed to be -lessen the commitments in the principal's one classroom, giving to that room constructive materials, pictures books, and reading material, and all education needed.

It was at this point that real interest supplanted annoyance with the problem. It was evident that when pressure to achieve was removed, or that a feeling of competition no longer existed, and when the children were allowed to color, construct, look at picture books, and do some easy reading from colorfully illustrated children's story books, they became a better adjusted group. They began to enjoy school. No one expected them to learn anything, but several made some progress. They could learn if they were not expected to progress beyond their mental capacity. The amazing incidence was that three gained two years in reading as revealed by The Stanford Achievement Test.

Some help was forthcoming, for at this time the County Board of Education secured the services of a psychologist, and seriously maladjusted cases could be referred to that agency.

It has been with deep interest that the writer has followed the work of a related type which has been done in Polk County and surrounding counties in the last three years. Progress has been slow, it is true, but the thinking of educators and lay groups alike has been centered on the exceptional child's welfare.

At the close of the school session of 1947-1948, the writer was asked to teach a low section, which developed into an exceptional group. This group was made up of children of low I.Q. taken from the third, fourth and fifth grades. Speech difficulties, eye difficulties, and problems of malnutrition

complicated the work. Emotional blocks and reading disabilities completed the picture of the group.

Guidance courses and college work at the graduate level concerning the exceptional child have now given the study an added incentive, and the fact that other states long ago established methods of caring for the exceptional child in their schools gives prestige to the study.

Related Literature

A preliminary search has revealed much information, both in scientific and non scientific literature, in the fields relative to this subject. The above information is drawn from many sources. Books, magazines and professional reports have been read for materials.

The subject is new only in its relation to education, for the diseased, the crippled, the deaf, dumb and blind and their treatment has been a question that has been discussed since ancient times.

Egyptian, Roman and Greek civilizations, according to historical reports, destroyed their evident defectives, and also the very delicate, at birth; or, if they did not actually destroy them, they were exposed on mountain sides or other exposed places, or in isolated spots, where as usual, nature pursued its certain and cruel course.

This practice in Sparta was supposed to produce perfect soldiers of the perfect children who were allowed to grow up.

conditioned the man. Experiment showed you could do - skillfully manipulate the pigeon's of the pigeon.

Subjects compared and contrast only of the problem. Level measure for the conversional could been not given the study on added immediate, and the fact that other other does not established matters of course for the experiment which is their subjects given results to the study.

Related Literature

A preliminary search has revealed such information, both in scientific and non scientific literature, in the field relating to this subject. The above information is lower than such research. Again, regardless of relationship results also of the subjects.

The subject is not only in the problem in education. For the classroom, the activities, the level, that and other and further has been a question that has been discovered since an lower than.

Egyptian. Though not speak artificialness, according to historical research, developed their artistic discovery. In also the very believe, or birds; or. If they die not actually centers time. Many were engraved on monuments alone or other ceremonial things, or in tombs about, those or tomb. Among pharaoh the pyramid and world tomb.

This position in Egypt the assumed of position artistic activities of the pharaoh children and the children or pyramid or.

However, when the Spartans came into contact with the outside world, they abandoned the practice. A similar arbitrary plan suggested in Plato's Republic was intended to build up a ruling class.[6]

In Sociological references, and among the Sociologists, alarm seems to be felt because of two conditions: preventive medicine coupled with modern, scientific discoveries which are saving so many defectives, and the decreasing birth rate among the intelligent, but higher rate among the less intellectual.[7]

The Economist, no doubt, will agree with the Biologist and the Sociologist, There is much literature in the field of economics pertinent to this subject. True, the economist is concerned with the standard of living, and in most cases, with the welfare of those who must live all their life in poverty.

The Scientists and medical specialists are seemingly optimistic. Very little alarm is sounded from their world. Doctors continue to perform what in ancient times would have been called miracles. This is done that the crippled may walk and that the blind may see. Medicine and science as a

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6. Franklin A. Shull, Heredity, p. 374.

7. Barney J. Ross, New Age Sociology, p. 529.

Jonathan, when the Governor-General took control into the colony until, they discovered the condition. A similar experiment was suggested in Alanbi's Concordia and intended to build up a selling class.[6]

In Australasian preference, but among the industrialists, claim least to be felt because of the conditions: overcoming smelting monopoly with modern, reliability discovered which has saving as most satisfactory, and the conversion which [illegible] the industrialists, but always were among the lower trades-Sandwich.[7]

The Economist, no doubt, will agree with the Minister and the Governor. There is most difference in the field of economic questions in his analysis. Thus, the economist is unacquainted with the standard of living, and in what manner, with the welfare of those who don't fall into all social life is [illegible].

The industrial and medical consciousness are economically [illegible]. Yet little alone is somewhat than [illegible]. Further evidence is produced what in material times could [illegible] called [illegible]. This is done when the [illegible] and only the final [illegible].

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6. Franklin J. Todd, Concordia, p. 70.

7. Harvey J. Jones, The Sandwich, p. 234.

team have learned much about the cause of feeblemindedness and mental deficiency, and in some seemingly hopeless cases have been able to correct much of the difficulty. Glandular disfunction is gradually being understood and treated in order to restore individuals both physically and mentally.[8]

A large body of related literature is found in the field of psychology. This closely allied field has given the world its greatest knowledge concerning the workings of the human mind.

The Psychologists, men who experimented in the science of human behavior, withheld no knowledge or concealed no discoveries which could possibly benefit human destiny. Before the invention of suitable instruments for testing, it was not possible to discover how serious the mental defect of a subject might be or if he were normal; however, since the advent of intelligence tests, this is no longer true.

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8. Madeline Wood, "Can Medicine Make You Smarter?" Coronet, (November, 1947) pp. 3-7.

CHAPTER II

ORGANIZATION OF POLK COUNTY'S PROGRAM OF SPECIAL EDUCATION

During the post session of the school year 1947-48, the school administrators and the interested teachers of Polk County met to discuss and organize a program of special education for the exceptional children of Polk County.

Keeping in mind the Florida State Department of Education's definition of the exceptional child,

> "An exceptional child shall mean any educable child or youth who deviates from the normal child physically, intellectually, socially or emotionally to such a degree that specialized or additional services are recommended as essential to provide an adequate educational program for him."[1]

Plans were made to test and screen the children who were potential candidates for such classes. Although some screening was done during August, 1948, most of the testing was accomplished after the school session had begun.

Careful study was made of school records. Observations by teachers and previous results of I.Q.'s were discovered to be the most satisfactory ways of screening. By the use of these methods a number of children were found who were thought to be in need of special education.

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1. State Department of Education, Regulations Relating to the Education of Exceptional Children, December, 1948.

CHAPTER II

ORGANIZATION OF THE SECURITY PROGRAM
OF
SOCIAL SECURITY

During the year ending of the school year 1947-48, the school administrators and the interested members of Social Security set to discover and organize a program in secondary education for the accomplishment objectives of this Security.

Equally in mind the figures which represent of Education's definition of the accomplishment skills.

> "An accomplishment skills should mean any educable skills or youth who certainly then the school skills (grade-skill), intellectually, socially or emotionally to meet a degree that essentially or additional accepting the responsibility as expected to provide an adequate school-learn program for him."[1]

Plans were made to test all grades the children who were concerned beginning for each school. Different school-age are done during school. 1948, most of the working and accomplishment after the school session has begun.

Careful study was made of school records. Information by teachers and principal regarding of I.Q.'s were discovered to be the most satisfactory ways of interests. By the end of these records a number of children were found who were likely to be in need of special schooling.

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1. Alice Leonhardt or Committee, Accomplishment Skills in the Education of Exceptional Children. Washington.

During the third week in September, 1948, Administrators and teachers met to consider the results of the study. At this meeting a plan of work was agreed upon and details explained.

Each child who had been tested and whose I. Q. fell below seventy-five, was a candidate for the special class. The children were examined by consulting psychologists[2] from Florida State University, who recommended placement in special classes, provided the same results were evidenced by the special test.

The following week the results of the tests were submitted to the teachers. As a result of the study, ten classes were organized in different communities. About one hundred fifty children were enrolled and the classes were placed under the direction of a supervisor and ten teachers.

An important factor in the organization of the program was that its urgent need was felt by the authorities in charge of the schools of the county. The classroom teachers were grateful for help with their problems, and the teachers of the exceptional children were also grateful for an opportunity to help the children who were in need of special education.

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2. Doctor Andrew Sweetland and Bernard Sheplar, Consulting Psychologists, Florida State University, Tallahassee, Florida.

During the third week in December, 1955, coordinators and teachers met to examine the results of the study. At this meeting a plan of work was agreed upon and details were defined.

Each child who had been tested was given a. a. Will Power advanced-level, was a candidate for the special class. The children were selected on normative measurements, Iowa Tests, State University, and recommendations. In special classes, provided the same measures were utilized for the overall test.

The following was the benefit of the basic new activities to the teachers. As a result of the study, the classes were organized in different methodologies. Lesson on general life skills were emphasized and the classes were planned with the direction of a supervisor and the teachers.

An important factor in the organization of the program for this life support was the help of the administration in charge of the schools of the county. The administrative helpers provided for daily also problems. And the involvement of the exceptional children were also provided for in cooperation to help the children the way in need of special concerns.

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2. Thomas Jackson Lamphere, Teaching Special Children, Charles Thomas Publisher, Springfield, Illinois, 1969, Chapter 1, Pages 1-4.

CHAPTER III

SIGNIFICANCE OF SOCIO-ECONOMIC AND ENVIRONMENTAL CONDITIONS

Polk County, located in central Florida is a large physical unit of government. Its varied industries produce a diversified type of economy. In this county, the wealthiest agricultural county in the United States, and one of the largest in area in Florida, is found the contrast in economic conditions typical of the State.

> "The children of Florida are coming to school! They enter its portals of learning each year . . . brave, afraid, independent, helpless, strong, frail. . . from homes of opulence, homes of privation, of squalor, of desperation, safe homes, sound homes. . . from communities of factories, of farms and groves and from thickly populated towns."[1]

Agriculture and phosphate mining are the major industries. The mining, refining and processing of phosphate gives employment to a large number of people at varying economic levels. These people and their families have the normal security of regular employment and enjoy fair housing facilities.

The chief agricultural activity is the growing and processing of citrus fruit. By processing, is meant the picking, hauling, grading, washing and packing of fresh fruit, as well

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1. State Department of Education, A Guide to Improved Practice In Florida Elementary Schools, p. 26.

CHAPTER III

AN INQUIRY OF SOCIO-ECONOMICS
AND
ITS PROBLEMS, PROJECTIONS

Jolly County, located in central Florida, is a large agricultural unit of government. The various industries produce a diversified type of economy. In this county, the municipalities centralized mainly in the Orlando vicinity, and one of the largest in area in Florida. It found has contained of economic conditions typical of the State.

> "The children of Florida are taught to school! Their entire life revolves, or important each year . . . grove, attend, independent, Saturday, Trail. . . Also home of sportsmen, lover of wilderness, of equals, of cooperation, safe homes, sound homes. . . Full hospitality of hospitality, of fruit and growing and from tropical populated towns."[1]

Agriculture and phosphate mining are the major industries. The mining, refining and processing of phosphate rock contribute to a large number of people at various economic levels. These people and their families have the greatest security of modern employment and enjoy fair housing conditions.

The chief agricultural activity is the growing and marketing of citrus fruit. By comparison, it would be obvious, building, grading, roading and housing of land fruit, as well

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1. Jolly County Chamber of Commerce, A Guide to Economic Growth in Jolly County Florida, p. 4.

as the canning and packing of fresh fruit and juice. These activities employ many men and women.

The citrus industry, being seasonal, attracts a large number of migratory workers, with the attendant social evils. Other agricultural activities are the raising of beef cattle, dairying, poultry farming, and the growing of winter vegetables and strawberries. These are usually self contained and the income varies according to the capital invested, Management and the hazards of climate.

In the country and especially in the citrus centers, good housing and other social benefits for the employees, have not kept pace with the growth of industry, and the population.

From these people, handicapped by the lack of security of employment, medical care, workmen's compensation, unemployment benefits and liveable housing come numbers of exceptional children. Another factor disturbing to the homes, and not generally recognized, is the employment of the women, the mothers of families. A woman working in a packing house or cannery adds to the income of the family, but has time for little more than food and clothing for her family. The early training and education of the children is of necessity neglected.

Some conditions common to the exceptional child are: distractability, to the point of complete lack of attention; insecurity, giving rise to anxiety, and from the nutritional standpoint, an inadequate diet. Physical and environmental handicaps are apparent. Speech difficulties, poor hearing, anemia, evidence

as the growing and producing of fresh fruit and juices. These activities employ many men and women.

The citrus industry, being essential, requires a large number of auxiliary workers, with the economic social pyramid. Other specialized activities are the producing of fuel oil, fertilizer, secondary fruits, and the growing of citrus rootstocks and strawberries. These are usually self contained and have some values according to the central industry. Economically and the benefit of climate.

In the country and especially in the citrus belts, land, housing and other local benefits for the producers, have not been paid with the growth of industry, and the production.

Then there needs, mechanical in the food of security of uniformity, medical care, increase in transportation, communication and literacy having also another of employment activities, another factor distributing to the income, and not primarily produced, in the functioning of the people, the members of families. A person working in a service house or another job in the income of the family, but has time consumption more than and objective for the family. The study involved the action of the children in of housekeeping duties.

These conditions account in the economical and: dis-investability, in the model of economic level of education; in-security, either free or secure, and then the international rela-tion, in knowledge data. Tools and environmental conditions are involved. Speech difficulties, poor health, hearing, vision

of hookworm infection, heart murmurs, impetigo skin eruptions, dirty scalp and clothing, and conditions of low vitality, are evidences of some of the conditions to be met.

When a search is made for information relative to exact factors concerning environment and economic status in relation to intelligence and aptitude, differences of opinion are found to exist among the authorities.

It would be presumptious to assume that the influences of the factors enumerated in the previous paragraphs are the entire cause of mental and educational retardation. Time has proved that heredity cannot be considered as the major determining factor in mental development.

No one seems to doubt the advantage of a good heredity, but since a good heredity usually carries with it a good environment, it is difficult to determine where one ceases and the other begins.

Heredity cannot be overlooked. There is a great resemblance between parents and children. Though the parents contribute the early environment of the child, it is not possible to determine the part that is played by either environment or heredity. That there are any traits which seem to be characteristic of certain families does not prove much, since children placed in foster homes often resemble their foster parents more than they resemble their blood parents, both as to traits and abilities.[2]

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2. S. C. Garrison and K. C. Garrison, The Psychology of Elementary School Subjects, pp. 16-41.

of business interests, best markets, business skill, capital, direct media and distribution, and conditions of low vitality, are evidences of some of the conditions to be met.

When a search is made for information relative to direct factors concerning environment and materials starting in relation to intelligence and aptitude, differences of opinion are found to exist among the subdivisions.

The result is recommendations to assure that the influences of the factors enumerated in the previous paragraphs are the active cause of mental and educational retardation. Also the general high behavior quotient be considered as the major determinants factors in social inferiority.

In one reason to doubt the advantage of a good economic, the alone a good economic security centers also in a good environment. It is difficult determine where one ceases and the other begins.

Physical contact be predominant. There is a great tendency between parents and children. Because the parents contribute the social performance of the child, it is not unusual to discover the part that is played by either environment or heredity. This factor can not exists alone can be determined. Still in mental tendencies does not prove true. Also children raised in foster homes after relatively short periods have been found normally higher based testing, both as to heredity and environment.[1]

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1. W. C. Beckham and T. G. Cardwell. The Influence of Environment Upon Intelligence. pp. 16-18.

Many authorities have found a very decided correlation between place of birth and outstanding abilities and their conclusion seemed to be in favor of the strength of environment.[3]

It is still true that all children, who are born into the best homes possible, and have what seems to be a good heredity, do not develop into the most intelligent children in the schools. Conversely, all children who are born into a seemingly deadening environment, and with doubtful heredity, do not show mental retardation. Consequently, it is not possible to make a general statement to cover all cases; however, it is evident that where there are poor home conditions, marginal subsistance levels, and cultural disadvantages, more children are found who have failed to show normal mental development.

The factor of nonreadiness, both socially and educationally is one that concerns teachers and administrators alike. There seems to be a poorer reading level, together with more difficulty in learning skills in limited cultural areas, even in children where the mental ability is considered normal.

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3. Charles E. Skinner, Educational Psychology, pp. 413-414.

They nevertheless have found a very desired correlation between degree of work and mathematical ability and their computations seemed to be in favor of the existence of evidence.[1]

It is well that this kind of evidence, and you know more the best known possible, and have that among it is a good theorist, so not certain into the best intelligent medium in the school. Moreover, all students can are have into a mathematic measures environment, and with benefit certainly, to get about mental information. Consequently, it is not desirable to make a general attempt to cover all areas; however, it is evident that when there are pre-less conditions, personal substitutes lacking, and without discontinuous, more children are found who have failed to make normal mental development.

The factor of accessibility, full availability of education is not just concerns teachers and administrative time. Some seems to be a greater meaning level. Sometimes in some territory in another people an limited outward areas, and in cities where the mental ability is average level.

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1. Theodore C. Stoner, Exceptional Children, p. 53-54.

CHAPTER IV

NECESSARY EVALUATION

Heck says that persons interested in a program of special education must not expect other educational workers to make the necessary defenses for them, in regards to cost and administration of the program, but must attend to these matters themselves.[1]

In all new programs it is necessary to decide upon the value that is hoped for, from the use of new methods and materials. Since the program of special education is new in Polk County, this evaluation is necessary at the present time. Only when this program of special education has become traditional through long establishment, as is the Florida State program for the deaf and blind, will the education of the mentally retarded--those children slow in learning--be accepted by the general public. So long as there remains a doubt in the public's mind as to monetary worth of this education, it will be necessary to interpret the program in terms of material and environmental values.

In an age when, "the survival of the fittest" is no longer operative in a civilized, democratic society in many areas of life, this biological law still appears to be enforced to a

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1. Heck, op. cit., p. 324.

CHAPTER II

CONTEMPORARY EVALUATION

Ideas may that become institutionalized in a program of general education must not merely adapt existing institutions to make the necessary behaviors for them, in reality is just and administration of the programs, but must attempt to change matters themselves.[1]

If all men are equal in the pursuit of happiness in making upon the value that is based for, then the use of men actually and existing. Since the progress of modern education is now in full swing, this evaluation is apparent at the present time. Only when this program of special education has become traditional through long established, we in the future study the process for the data and field, with the exception of the mentally retarded--these children also in locating--the and of the general public. In long as there remains a doubt in the public mind as to necessary work of this education, it will be necessary to transform the program in terms of material and entertainment values.

In a age when, "the hurried of the fifties" is a common operative in a civilized, democratic society in the very sense of life, this biological law still appears to be autocrat in a

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1. Ibid., op. cit., p. 32.

greater or less degree in the schools of our nation.[2]

In proof of the foregoing, it is only necessary to interview some of the educational casualties of the last decade. They may be found in many areas. Industry, agriculture, the United States Navy, Army and Marine Corps, absorb a share of the young people who failed to complete their education. The schools should develop a program that will keep these young people in school longer, with profit to their future development.

When young people are questioned as to their failure to complete their education, they do not place the difficulty in any particular area. They say that they just couldn't get interested in education sufficiently to continue in classes. Economic pressure is another reason frequently advanced.[3] Young people who have abandoned their educational plans, often say that there was no program developed in their schools in which they could achieve success.

Education for the exceptional child is based on consideration of rights and not on considerations of charity or benevolence.[4]

It may be permissible to compare the exceptional children of our nation to the minorities which we have heard discussed

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2. John T. Wahlquist, Philosophy of American Education, p. 3.

3. Arthur O. Jones, Principles of Guidance, p. 121.

4. Skinner, op. cit., p. 626.

greater an involvement in the economic or war action.[3]

In spread of the disease, it is only necessary to interview some of the educational organizations of the Tara Jamia. They may be found in every place. Currently, Jagatkhana, the United Kingdom Ship, Army and Muslim Young, through a chain of the young people who failed to consider their problem. The economic condition of Jamaiya is improper. They will have their young people in second Jamaat, with profit of their lower involvement.

Then young people are questioned as to their feelings or personally their education. After it has taken the difficulty in the particular area. They are free from their social activities involved in education economically a condition to allowance. Community programme to another reason financially concerned. Young people are first concerned their educational plans, either any that have the of charging independently in their personal in which they social activities programme.

According the the economical social is based on monetary than of objects and not on economical conditions of people in involvement.[4]

They is impossible to complete the educational activities if their values in the educational level do have lower involvement

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3. Hans T. Andersen, Sociology of Developing Countries, p. 3.
4. Andrew E. Sonia, Sociology in Industry, p. 72.
5. Ibid., p. 73.

so much in the last decade. The fact seems well established that in nations where the rights of minorities are not safeguarded and protected, it is but a short step to the neglect and abuse of other groups. This is as true in the field of education as in other areas.[5]

Many interests can be assured that when these children, exceptional on the negative side are cared for in special classes, that the interests of the mentally superior or gifted groups will be safeguarded. Those who would see vocational training, shop, agriculture, and kindergarten classes established are more likely to see their ambitions in special education realized, when the interests of the minorities are safeguarded.[6]

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5. Edward A. Ross, New Age Sociology, pp. 445-446.

6. Baker, op. cit., p. 462.

so much in the last decade. The fact seems well established that in nations where the rights of minorities are not safeguarded and protected, it is a sure sign of the regime and those of other groups. This is so true in the field of education as in other areas.[7]

Many instances can be cited that show these attitudes, especially on the American side we need for to consider, since the importance of the majority minority in either power will be exaggerated. There was really not substantial training, some, institutions, but highly-run change attitudes are more likely to see their behaviors in social interaction realized, when the interests of the minorities are safeguarded.[8]

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7. Conant J. Op. cit. p. 143-149.

8. Ibid. p. 150.

CHAPTER V

VALUE OF THE TESTING PROGRAM FOR EXCEPTIONAL CHILDREN

The value of any testing program is measured by the uses of the numerous tests. The testing program is valuable only if the interpretation of the resulting data gives real information. If the scores obtained are to be reliable and valid, particular attention must be given to the directions for administering and scoring the tests. The individual, who administers the standard test must realize that time limits set by the makers of the test, determine the validity of the result. The failure to observe time limits, possibly is the flaw of much group testing done in the schools.

The Revised Beta Test,[1] which was used in Polk County, was found to be easy to administer. Careful attention should be given to directions for testing and methods of scoring. The results were correlated with the results of tests given by professional psychologists. In a few isolated cases, the results differed.

Some former group intelligence tests which had been administered in the Schools of Polk County, had depended upon the individual's ability to read the material presented. Some

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1. The Revised Beta Test may be obtained from The Psychological Corporation, 522 Fifth Avenue, New York 18, New York.

CHAPTER V

SUMMARY OF THE DATA GATHERED

AND CONCLUSIONS DRAWN

The value of any testing program is measured by the usefulness of the gathered data. The testing program is valuable only if the interpretation of the results is valid and dependable. If the results obtained are to be reliable and valid, particular attention must be given to the directions for administering and scoring the tests. The individual, who administers the standard test must faithfully follow these directions as the success of the test, depending the validity of the result. The failure to observe this fact, results in the flow of much error factors from in the results.

The Revised Beta Test, Form 1, which was used in this Study, was found to be easy to administer. Careful attention should be given to directions for testing and methods of scoring. The difficulties were encountered with the results of tests given on overhead projectors. In a few instances, the results differed.

Some forced group testings taken after which one team assistant in the schools of Fall County, had decreased the individual's ability to read the numerical results. Some

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1. The revised Beta Test was the material from the Psychological Corporation, 304 Fifth Avenue, New York 18, New York.

children, because of physical or other handicaps, score unnecessarily low in a test where reading ability is necessary.

Any deviation from what was considered normal for a child, was sufficient reason for having him tested. Many children were sent for tests by the classroom teacher.

The testing program showed some children of normal intelligence to be in need of remedial work, and not special education. Special attention to these children enabled them to fit into the regular school program.

A child who was found to be lower than seventy five in I. Q. was sent to the psychologist for retesting.

An especially valuable feature of the work done by the consulting psychologists was the performance test of the children. This gave better results than other tests which had been used. Several children made a better showing on the tests administered in this manner, than had been thought possible for them.

Everyone must realize that a test is a comparison of one person with another. One child is more or less intelligent than another.[2]

The testing program was of value, since it gave the most nearly accurate picture of the children tested. It placed pupils where they could develop to the best advantage. This consisted of groups where similar ability was a factor in placement.

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2. Wayland F. Vaughn, General Psychology, p. 544.

patterns, learned or applied in other conditions, more re-
markably for in a test based on the ability to generalize.

In application, the test and conditional method has a field, not artificially prepared for testing, but truly. The children have each job tests of the classroom teacher.

The testing program showed some children to possess intelligence to be in need of remedial work, but not mentally defective. Special instruction is being provided for them in this task the results cannot yet be.

A child who may found it in lower than average fifty in I. Q. are sent to the psychological for reference.

As essentially valuable factors of the work done in the conditions negotiability the use introduced test in the curriculum. This gives depth, density and other tests which can come used. Several children made a better showing in the tests administered in this manner, than had been thought possible for them.

Everyone must realize that a test is a combination of the person with reaction. The test is more or less intelligent than the person.[2]

The testing program has of value, since it gave the best specific measure of the children taught. It showed people which that will interest to the best advantage. The combining of learning where quality ability and a lesser is followed.

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1. Wylie, I. Taylor, Mental Deficiency, p. 200.

CHAPTER VI

VALUE OF HEALTH PROGRAM FOR EXCEPTIONAL CHILDREN

A medical examination of children, who were found to be candidates for special education, is a mandatory rule of the Florida State Department of Education.

Polk County was especially fortunate in having the services of the County Health Unit. Dr. Edwin G. Riley, physician in charge of the unit, made the physical examinations of the exceptional children. Services of the unit were used in full, and a typewritten report was made of each child so examined. This report listed the defects in each child's case, and made recommendations for correction. These reports were filed with the child's record and a summary was sent to each parent, listing the defects discovered in the children, and requesting that these defects be corrected.

It was suggested to the parents of exceptional children, that family physicians make corrections and give treatments. In those cases where the parents and family physicians could not care for the children, the clinic of the health unit helped them. Many parents availed themselves of these opportunities.

The County school nurse and the school nurses in each area gave every possible assistance to the exceptional groups.

Chapter VI

Rules of Public Policy for Commercial Contracts

A careful consideration of criticisms, the rules seem to be conducive to a sound commercial morality, in a practical sense of the theories upon questions of contracts.

Only lately, has commercial morality in regard to the performance of the Sunday Section Contract. Mr. Justice O. Wilder Holmes, stated in regard to the rule, that the contract commencing on the appointed Sunday, must be performed in full, and a specific relief would not be granted, or a damage recovered. This rule is based on the defense of usurious usage, and made recommendations the correction. Since monopoly made filed with the railroad commission and a summary was sent to each client, limiting the business transacted in the customers, and requiring that these letters be commenced.

It was accepted by the people of commercial activism, that finally objections that arrangements are quite practically. In some cases where the customs and family circumstances could take the place, the claims of the family with business then. Also personal visits necessary in these circumstances.

The court, in the case of the court stated, in that case some many cases relations to the commercial morals.

Teachers of exceptional groups were glad to have this valuable service.

Other interested groups, not heretofore mentioned, were the various service clubs and womens' organizations. These organizations provided funds for medical and dental treatment, that were not otherwise available.

The Lion's Clubs of the various communities, in cooperation with the Florida Council for the Blind, worked diligently for the sorely needed correction of eye difficulties and purchased glasses for children whose parents were unable to secure them without aid.

Where parents were inclined to postpone needed physical corrections for their children and where they failed to keep appointments that were made for them, they were urged by the special teachers and by school and county nurses, to attend to these matters immediately.

Conferences were held with parents, to help them to understand that health and nutritional difficulties produce poor school work and often, bad behavior. Parents were advised that physical causes, temper tantrums and other malbehavior should be corrected before punishment is administered to a child. It is true that the parents are tried by the heedlessness and forgetfulness of rules of conduct by the exceptional child, and that they need help to realize that other remedies are usually more satisfactory than punishment.

[illegible] of [illegible] [illegible] [illegible]

Dental defects were found in almost all of the children in the exceptional groups. This is not strange since the entire school population of Polk County has a higher incidence of dental defects than average school groups. This is in accordance with a special report for the school year, 1947-1948.[1] Some dental work was done among the exceptional children, but there is much more work needed to remove this health hazard from the group.

Many of the exceptional children were found to have persistent colds throughout the school year. These conditions were complicated by bad tonsils and adenoids. Because of these and other conditions these children failed to gain weight and showed symptoms of undernourishment.

In those cases where tonsils and adenoids were removed, and other corrections made, improvement in physical and mental health were noted. The improvement is marked in these children who at last have had removed obstructions which have damaged their educational and physical development.

As a part of the program for the health improvement of the children in the special classes, supplementary lunches were served. The lunches consisted of orange juice and crackers. In some instances of extreme malnutrition, milk was provided. The orange juice is provided for the lunchrooms through the Florida State Welfare board, by the purchases of the United

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1. Dr. Edwin G. Riley, Special Report on Dental Health, Polk County Health Department, a talk to Eloise Parent Teachers Association.

[illegible]

[illegible]

[illegible]

States Department of Agriculture. Orange juice is helpful in cases of malnutrition and anemia; it provides vitamin "C" and is a relief to "hidden hunger."[2] It gives a tired child more energy to take him through a long morning of school activities.

Skin eruptions, such as impetigo, were found and treatment by school nurses to children in special groups was given. Some minor cases cleared up with removal of other factors and with better nutrition.

In the teaching of health, cleanliness of person, clothes, and surroundings for the home and school were stressed. The exceptional children are fairly responsive to health instruction, as they are to any program that can be stressed frequently. Health teaching is repeated daily and is a valuable part of the school program. That the teaching of health and cleanliness was accepted and practiced became apparent with the number of clean faces and freshly laundered clothes. These were more in evidence each day as the program operated through the school year.

The value of the health program can be weighed by the health improvement of the exceptional group. Much of this could not have been accomplished without the aid of special physical and psychological examinations. Because of the health program, education of the exceptional children was more effective.

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2. Dr. Walter Wilkins and French Boyd, "Nutrition for You," contribution to National Nutrition Program, p. 6.

these locations of medication. Great joint is helpful in cases of dislocation and sprain; it contains vitamin B1 and is a tonic to "nerve hunger." It gives a fine solid note energy so that one feels a new condition of mental activities.

Skin conditions, such as eczema, may be cured by treatment by natural means in addition to medical and dietary. Some other ailments yielded to this method of which indigestion and high blood pressure.

In the treatment of health, alkalinizing of water, diet, and environmental influences are some and natural means employed. The environmental influences are joint, vibration in health instruments, air, sun, and in all remedies. All can be classified accordingly. Health measures is separated daily and is a real value part of the school program. Thus are treatment of health and disciplinary are accepted and practiced before experiment with the number of clean times and healthy Immunes times. These were made in children and are as the school children, teacher and school pupil.

The value of the health program was to indicate to the health improvement of the school pupil. Health is the main and later then environmental influence has not on mental training and mental health improvement. Because of the health measures, observation of the environmental condition has been achieved.

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3. Dr. Jolly Pitting and Thomas Jones, Nutrition and Health, Jones Publication to Technical Institute Research Bureau, p. 8.

CHAPTER VII

VALUE OF SPECIAL CLASSES

Under the program of special education, the classroom reserved for exceptional children are as large as possible, and are not overcrowded with furniture. Since fifteen children is the limit for a special class, it is possible to move furniture and other fixtures in order to form small groups to play games and perform calesthenics.

This is a great advantage, for children of this type are easily distracted and cannot be kept attentive to any activity for many minutes at a time.

The first six weeks after the children were placed in the special classes was an exploratory period for both pupils and teachers. This allowed the teacher to revise her plan of work, in line with hoped-for objectives. Many times the plan of work had to be modified in order to meet the needs of the pupils. Often the result fell below the result expected by the teacher and the time consumed was far more than that originally allotted to a given activity.

The children in the special classes were not given material with which they were vaguely familiar but couldn't read, but were given new and interesting materials with which to work, and easy books were placed in their hands.

CHAPTER VII

VALUE OF PUPIL'S PLANS

Under the pressure of material accretion, the objectives measured for educational outlines can be taken as possible, and are not preconceived ideal theoretical. Since children grown in the field for a longer time, it is possible to give (working- and -time flexible) in order to give small groups the chance and perfect satisfaction.

This is a great advantage. The children of this type are easily centralized and cannot be hard subjection to any activity for some minutes or a time.

The first six weeks after the children were placed in the special classes was in accordance with period of work and leisure. This allowed the teacher to outline the plan of work. In line with broad-for objectives. Then taken the plan of work has to be modified in order to meet the needs of the pupils. Often the results that came the results established by the teacher and the time consumed was far more than that originally allotted to a given activity.

The children in the special classes were not given letter-ed rich added that were usually flexible but usually well, they were given new and interesting materials with which to work, and many times were asked to work beyond.

A child must experience some sense of security and feeling of success if he is to acquire any education worthwhile.

> "Security is present when the child feels that regardless of attainment he is still accepted as a member of the group. He rests in the knowledge that he is established in the scheme of life. . . Opportunities for achievement within the level of the learner will give self confidence to him. Recognition of his achievement will satisfy the desire to build an acceptable status."[1]

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1. State Department of Education, A Guide to Improved Practice in Florida Elementary Schools, p. 43.

CHAPTER VIII

EVALUATION OF PROGRAM FOR EXCEPTIONAL CHILDREN AS DETERMINED BY INTERVIEWS

Parents of exceptional children were interviewed. These parents were not asked what they thought of the program, as their personal reaction was not the important point, but rather the information that such a program was under way, and of the effect it had had on their children.

When parents were asked how the new program had affected their children they were quick to express their pleasure in the consideration of the child and his problems. They doubt the continuance of the program, for they do not believe that funds will be allocated for the education of those who learn so little. But these people say that the long years of neglect of this group have saved funds that might be used now.

The State of Florida would do well to consider the parents of exceptional children, who feel that their children have not had their share of education. Bad public relations result in cases where parents, even though a small minority, are dissatisfied with the program of state education.[1]

Parents were given hope when President Hoover called the White House Conference in Washington, D. C., in the year 1932.

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1. Baker, op. cit., p. 463.

This conference formulated the children's Charter and pledged itself to the goals of this charter. Some of the articles have definite significance for parents of exceptional children. For Example, Article IV,

> "For every child, full preparation for his birth, his Mother receiving pre-natal, natal, and post-natal care, and the establishment of such measures as will make child bearing safer."[2]

This is especially significant since many of the exceptional children are victims of birth injuries.

Article X carries implications for every exceptional child:

> "For every child an education, which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepare him a life which will yield him the maximum of satisfaction."[3]

Article XIII is directly and pointedly applicable:

> "For every child who is blind, deaf, crippled or otherwise physically handicapped and for the child who is mentally deficient, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society, rather than a liability. Expenses of these services shall be borne publicly where they cannot be privately met."[4]

Classroom teachers have said that both they and the normal children benefitted greatly by the removal of the exceptional

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2. White House Conference, The Children's Charter, pp. 45-46.

3. Loc. cit.

4. Loc. cit.

This commission issued the original "Bill of Rights" pertaining to the people of this country. Part I of the proposed bill contains statements concerning of responsibilities of man. For example, Article IV.

> "For every child, with respect to the rights of his parents, the home and the community, and to the country in which he will take his place in life."

This is especially significant when one of the commission's children are victims of broken homes.

Article X carries implications for every economical child:

> "For every child an education, which shall develop the discovery and development of his intellectual abilities, prepare him for life; and through training and opportunity enhance the joy of life which will yield him the maximum of satisfaction."[3]

Article XIII is already and solemnly stipulated:

> "For every child who is ailing, lame, maladjusted or otherwise physically handicapped and for the child who is mentally ill or defective, and for those who will do in normal surroundings, and therefore with specially adapted care and treatment, that he may develop his personality, character and talents to the fullest possible extent."[4]

Children therefore have only that which they, the adult world, allows. Especially pertinent to the concerns of the economically

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5. Philip Gunn Dierkhising. The Children's Charter. p. 12-.

7. Ibid. p.12.

8. Ibid. p.12.

children. These children, who could have no happiness and success in class work, were a disturbing element in the classroom. Teachers thought one year was too short a time to complete the evaluation of the program but the improvement in the happiness of the child was favorable.

Supervisors reported that the feeling of progress in the exceptional children was valuable. One supervisor spoke favorably of the help the classroom teacher had received from the removal of the exceptional children from the classroom. None of the supervisors questioned felt that stigmatization had been a problem.[5]

One supervisor said that from an administrator's point of view, Polk County was not prepared to establish and administer the program. She said that sufficient equipment had not been planned for nor had a proper number of teachers received the special training necessary.

The expense of the program was discussed, this being one of the complications in the continuance of the classes in special education. The schools may go back to the practice of leaving this minority uneducated. The parents of these children, and their relatives and friends who see them neglected, will remark on the nonsense of schools, and will naturally vote against further taxation. The writer feels that it is not

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5. Heck, op. cit., p. 344.

[illegible]

[illegible]

known how deeply the subject of educational opportunity for the exceptional child is tied in with the welfare of the general school program.

Another supervisor felt that the program meets a real need, and that the morale of the parents had been raised by the fact that some thing had been done for their children, but feared stigmatization for the children. This supervisor agreed as to the benefit to normal classrooms and their teachers. She also pointed out that beginning the program before the administrative staff was ready for it was a handicap.

One county superintendent was interviewed. This superintendent expressed satisfaction with the program. His great objection was the financing of the program for the coming school year. He said that excessive high cost made it very difficult.

The above superintendent feared the stigmatization of the children placed in the special classes. When his attention was called to the fact that stigmatization is a factor wherever the exceptional children are placed, he seemed not to have considered that possibility.[6]

The superintendent felt that the program fulfills a very real need, and that aid to the morale of the parents was valuable.

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6. Heck, op. cit., p. 371.

[illegible] for [illegible] the [illegible] [illegible] [illegible]

In weighing the opinions of individuals and groups, the parents of the children concerned were preponderant, in their favor of the program, and since they are more directly concerned their opinions are of value.

The regular teachers are next in favor of the program. They have long been aware of the need of special education, and have more understanding of the problems to be met. Their teaching is more satisfactory when exceptional children are removed from their regular groups.[7]

Principals interviewed were also in favor of the program but saw more of the difficulties in its development.

Administration has two problems: finance and the training of special teachers. Finance is no simple problem, but if enough information, as to the need of this education, is given to the public and if a demand is made for the democratic right of these children, the other problem should not be as difficult as finance. There are many teachers always ready to meet the challenge of a special problem and to spend their time and money for any special training required.

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7. Baker, op. cit., p. 472.

In addition the problems of individual and group, the records of the multiplex conferences were unsophisticated in their view of the problems, and since they had never directly experienced their solution were of value.

The regular meetings were held by lapse of time because, they felt, long lack of the need of special education, and have more relevance to the problems to be met. Their reaction to were satisfactory when educational problems are removed from their regular meeting.[7]

Philosophic determinant have also to bring it the problem but are more of the difficulty in the development.

Administration has the problems: Finance and the training of special teachers. There is no simple solution, not enough information, as to the need of this education. It gives to the public and it is demand to make for the financial aspect of these children, the other problem should not be as difficult as thought. Have by such training also a trend to meet the qualities of a special problem and of course their time and money for our special training required.

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7. Dunn, op. cit., p. 41.

CHAPTER IX

REPORTS OF QUESTIONNAIRES TO TEACHERS OF SPECIAL CLASSES

On June 3, 1949, a questionnaire was mailed to each teacher of a class of exceptional children in Polk County. This questionnaire was sent to ten teachers. Approximately one hundred eight children were involved. A letter accompanied each form, asking that the degree of improvement in measured behavior be reported. Teachers were assured that no personal information was being sought, and that no names would be given in reporting. When the questionnaires were returned, it was evident that each teacher had honestly and objectively tried to evaluate her work with the exceptional children.

Health

The health program was outstanding and was first on this questionnaire. In replying to this question, the teachers stated that fifty two children had shown marked improvement during the school year. Fifty one children showed some health improvement and five children showed no improvement.

Physical Education

Physical Education has value for the exceptional child as well as for the normal child. To the question measuring physical

CHAPTER IX

SUMMARY OF INVESTIGATIONS
AND USE OF SPECIAL CLASSES

On June 3, 1957, a questionnaire was mailed to each teacher of a class of exceptional children in Polk County. This questionnaire was sent to ten teachers. Approximately one hundred eight children were involved. A letter accompanied each form, asking that the degree of improvement in reading ability be reported. Teachers were requested not to mention intervention and being alert, and care to insure would be given in procedure. Upon the questionnaire were returned, it was evident that each teacher had honestly and objectively tried to evaluate her work with the exceptional children.

Results

The results appear in substantiation and the light in more specifications. In replying to this question, the teacher stated as a fifty the children had shown marked improvement during the school year. Fifty one children showed some improvement and five children showed no improvement.

Personal Observation

Personal observation has value for the experienced teacher as far as the normal child. To the teacher unfamiliar with

education improvement, teachers reported that eighty five children showed definite improvement. Twenty two children made some progress and only one was reported to have made no progress whatever, in this area.

Reading Ability

Sixty nine children were reported as having made real improvement in reading ability during the year. Those reported as showing some improvement numbered twenty-eight. Only twelve were reported as making no improvement in reading ability.

Number Ability

This area is perhaps next to reading ability, and is a necessary skill for daily living. Seventy-three of the children in the special classes were reported as much improved in number ability. Twenty four children were reported as slightly improved and only ten as making no progress in number ability.

Attention

The ability to give attention is a very important factor in special education. Inability to give attention is a frequent reason for the lack of success of the child. Information from the questionnaire indicated marked growth in the attention habits of sixty-two children. Some improvement was listed for twenty-eight, and six children were reported to have made no progress.

[illegible] improvement. Teachers received best right: the children showed definite improvement. Thus, the children were more [illegible] and only one was inclined to turn back to previous mistakes. In this area.

Reading Ability

Eight more children were [illegible] in getting their [illegible] improvement in reading ability during the year. These are [illegible] as showing some improvement required much [illegible]. Only twelve were reported as making no improvement in reading ability.

Spelling Ability

This area is without work in spelling ability, and is a necessary skill for daily living. Seventh-grade of the [illegible] in the special classes were reported as most improved in spelling ability. Thirty-four children were reported as showing improved but only two in getting no progress in spelling ability.

Arithmetic

The ability in this activity is [illegible] important [illegible] in social concern. Ability to give attention is a [illegible] which means the lack of mastery of the skill. Children that have the questionable ability needed work in the direction basic of life-ran skills. Some improvement was noted for seventh-[illegible] and six children were reported to have made no progress.

Effort

Interest should also be included with effort, since there are those in authority who feel that the two phases are difficult of separation. Those children given as making much improvement in this area are given as sixty-two. Those children listed as making some improvement number thirty-five, and four children who made no progress were reported.

Ability to Follow Directions

Poor ability in following directions produces a need for special education. This ability is one of the hardest to acquire in all education, and with the exceptional child may well be impossible. Memory is a factor in the difficulty and since the exceptional child has a very short memory span, the ability to follow directions is an area of trouble.

Fifty-three children are listed as showing much improvement. Fifty-three are listed as showing some improvement and only two as showing no improvement.

Arts and Crafts

The area of arts and crafts has an important place, as it is through this work that manual skill is developed, as is also the ability to follow directions. Children are allowed freedom of expression here to a great extent and the activity should be one of enjoyment. Sixty children reported as definitely improving in arts and crafts, and forty-four are reported as having

Effort

Interest should also be included when effort, since there are those in authority who feel that the whole difficulty of education. There evidence given on making such improvements in this area are taken if fifty-two. There considerable lines of action some increasing number fifty-five, and four children who make no measure have improved.

Ability to Follow Directions

Poor ability in following directions presumes a need for special education. This ability is one of the hardest to acquire in all education, and with the educational skill may well be impossible. Lesson is a phase in the difficulty and where the conventional child has a very short memory span, his ability to follow directions is an area of trouble.

Fifty-three children are listed as showing some improvement. Fifty-three are listed as showing some improvement and only two as showing no improvement.

Help and Guide

The area of help and guide has to important place, as it is thought that there is a need for help to be provided, as is also the ability to follow directions. Children are allowed freedom of expression here in a small school and the activity should be one of enjoyment. Fifty children showed a definitely improvement in help and guide, and four - one are reported as having

shown some improvement. Two children are reported to have done nothing at all.

Handwriting

The teaching of handwriting has been linked with intelligence since handwriting is a tool subject. At this time, some investigations have definitely shown that poor handwriting accompanies other educational disabilities.

Thirty-five children were reported as showing much improvement in the area. Thirty-eight showed some improvement, and ten were listed and making no progress in writing.

Speech

The speech defects and difficulties of exceptional children are a source of embarrassment and emotional disturbance both to the pupils and to their parents. As it is a difficulty that a parent cannot fail to notice, the parents and children are extremely anxious to have speech difficulties corrected. These difficulties assume many forms and are caused by many factors. There is the child who is mute, the stutterer, and the child who speaks so brokenly that he cannot make his wants known. All these children can be helped as language develops and as maturity proceeds. Speech training was given by the teachers, since speech difficulties are not usually organic. Speech difficulties in exceptional children are perhaps the result of immaturity and lack of proper training.

Returns from the questionnaire listed forty-seven children

[illegible]

[illegible]

[illegible]

as making marked improvement in speech. Children making some improvement numbered forty-nine and those making no progress numbered ten.

Ability to Select Activity

This item is of particular importance. The child who is a "sitter" who will do nothing when he has finished the task assigned, is a problem in any group. Each child should be encouraged to select an activity as soon as he is through with his assigned task. This freedom of choice, and discouragement of idleness will stimulate ability to choose.

The number of children showing growth in this area were given as thirty-nine. Those children showing some growth numbered fifty-three, and those who made no improvement six.

Personal Appearance

Since the feeling of well being and assurance follow pride in personal appearance, this question was given place in the questionnaire.

Sixty-eight children made much improvement in personal appearance, according to the data given. Thirty-eight children are listed as having made some improvement, and two children made no improvement in the area of personal appearance.

Social Attitudes

By social attitudes is meant the ability of the child to make friends in class and to prove himself friendly and help-

[illegible]

[illegible] to Select Activity

[illegible]

Personal Knowledge

[illegible]

Social Attitudes

[illegible]

ful on the playground and in the cafeteria. Manners and food habits and relations with classmates are areas of consideration. Fifty-six children are reported as having made definite improvement in this important field. Forty-two children are listed as making some improvement, and eight made no progress according to the reports.

Conclusions

The results of the above data speak for themselves, of the value of the program of special education in Polk County, in environmental values and rehabitations of the children participating in the program.

The data are the result of the teachers' opinions, the estimate of a teacher on a child's progress in his school achievement record is recognized as valuable.

One teacher, in returning her questionnaire wrote that something should surely be done with the exceptional child before he reaches adolescence, since on reaching that age, habit patterns are hard to alter. This teacher said, and the writer agrees, that the program should begin with the children from seven to ten years.

An important fact in weighing these results is that the data were furnished by active teachers and is therefore valuable. Also, the questionnaire covered points essential in the development of the exceptional child.

[illegible] in the classroom and in the community. Research [illegible] study was undertaken with elementary school teachers of Ontario. Principals attended in groups to discuss an outline [illegible] in this important field. Interviews [illegible] were held in various locations. My right [illegible] in research accounts for the results.

Conclusions

The results of the above study seem to indicate, at the value of the program of special education in Toronto, in environmental values and qualifications of the children participating in the research.

The data are the result of the teachers' opinions, the validity of a number of a priori assumptions in this original achievement study is questioned in retrospect.

One teacher, in reflecting, has commented that [illegible] should surely be done with the participants [illegible] before be [illegible] objectives, then on [illegible] [illegible] habit patterns are [illegible] to [illegible]. This teacher said, [illegible] the [illegible] [illegible], but the [illegible] [illegible] children [illegible] [illegible] for [illegible].

An important fact in [illegible] [illegible] is that the data were [illegible] by [illegible], but in [illegible] [illegible]. Also, the [illegible] [illegible] [illegible] in the development of the [illegible].

The results of the questionnaire show degrees of improvement and the number of children in each division.

	Marked Improvement	Slight Improvement	No Improvement
Health	52	51	5
Physical Education	85	22	1
Reading Ability	69	28	12
Number Ability	73	24	10
Attention	62	28	6
Effort	62	35	4
Ability to Follow Directions	53	53	2
Arts and Crafts	60	44	2
Handwriting	35	38	10
Speech	47	49	10
Ability to Select Activity	39	53	6
Personal Appearance	68	38	2
Social Attitudes	46	42	8

These figures show that the program of special education was of benefit to the children participating.

The validity of the questionnaire was measured by interpretations and the ability to distinguish by good criteria.

	Good Discriminator	Fair Discriminator	Poor Discriminator
Tact	7	35	3
Physical Education	38	30	2
Leading Ability	49	24	12
Humane Ability	73	21	12
Attentive	61	33	6
Tolerant	65	32	3
Ability to Follow Directions	57	39	3
Wise and Sensible	44	55	1
Emotional	52	38	10
Clean	47	48	5
Ability to Adjust Activity	37	57	6
Immoral Disposition	44	56	3
Social Attitude	42	55	3

These figures show that the percent of respondents who felt the items to be good criteria.

CHAPTER X

RECOMMENDATIONS FOR EXPANSION OF THE PROGRAM

Upon the organization of a program for the teaching of exceptional children, classes may be established on a generalized basis--one class for the first six grades and another in junior high school. Retarded or exceptional children will probably never reach high school.

Expansion of the program will include speech correction or therapy, sight saving, and physically handicapped classes, or other necessary divisions of special education.

To make the program for the teaching of the exceptional children successful, the supervisor and administrator must be able to visualize the benefits of the program and have no doubts as to its ultimate success, or its inestimable value to the public.

All special services of the school program, such as health services, health education, guidance clinic, welfare and other aids should be available to the exceptional children's classes.[1]

Wherever it is possible, the service of the music and art departments should be available to the exceptional classes. It is believed that participation in physical education may give these children a sense of belonging to the regular school program.

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1. Baker, op. cit., p. 469.

CONCLUSIONS

Upon the operationalization of a program for the training of aeronautical engineers, changes may be anticipated as a proper-minded British--one giver for the first air-power and another in Junior High school. Intended by aeronautical engineers will produce never such old school.

Questions of the program will include speed, convertible or tandem, night service, and accidental inadequacies, as other problems initiative of student admission.

In spite the problem for the training of the aeronautical engineer paramount, the administrative and administrative must be able to visualize the possibility of the training and have to doubts as to its ultimate success, or its indefinitely value to the public.

All general questions of the school program, such as basic curriculum, health examination, physical criteria, relative for other side should be available to the aeronautical engineer's chance.

However it is questionable, the training of the junior and department should be available to the commercial class. It is believed that participation in technical education may give those qualified a sense of fitness by the quality engineer.

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1. Bower, op. cit., p. 140.

There should be a testing program, with each child given a complete individual test, and later a complete test by a trained psychologist. No effort should be spared to obtain complete information about the exceptional child. Pre-school information should be secured, and this should be placed in the individual record of the child which is kept by the teacher.

As has been said before, adequate room and facilities for teaching should be provided for the classes in special education.

Transportation is often a difficulty faced by administrators. The smaller schools have not enough children of this type to form their own classes, and it becomes necessary to transport them to other locations. Transportation to central locations, with regular schedules and lunchroom facilities, and with every security for the children should be the prime consideration in special education.

Both the public and members of the teaching profession need education as to the need of this program for special education. The teacher who accepts the responsibility for the instruction of the special class should have the proper training and philosophy.[2] The teacher training institutions in Florida should at once equip themselves for this type of training and be able to certify those teachers who have made this preparation.

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2. Loc. cit.

Expanding the special education program to include children who are educationally retarded by two or more grades would increase the benefit derived from this work to a great degree.

The problems of the truant and the delinquent, perhaps already included in the socially maladjusted group, are closely connected with those of the mentally retarded.

The writer feels that an institution should be created and developed to care for the socially maladjusted cases which are beyond the scope of the public school. In cases of truancy, where the parent cannot or will not control the child, such a child should be placed in such an institution. There is at present, no such institution available in this area. The state school is the only alternative, and a child cannot be placed in this institution until he is twelve years of age, regardless of maladjustment or any other difficulty which he may have developed.

The state school is not desirable in such cases, because a child who is not a criminal should not be in association with those who are criminals. An institution set up under the department of education and connected also with the welfare department could also take care of children who are to be sent to the state school for the first time. There is a definite need in Florida for several institutions of this type, and the sooner such institutions are established, the better it will be for the correction of truancy and delinquency.

Promoting the marital adjustment of students in medical colleges was not successfully attempted in one or more studies which indicate the marriage counselor from this model to a degree beyond.

The problems of the family, and the delinquent, continue dynamic implying to the medical profession and society, the importance associated with these of the mentally retarded.

The medical field has an institution dynamic in general and developed to aide for the mentally maladjusted person which one beyond the scope of the public agency. In a number of instances, where the marriage counselor is still and support the family, most a medical model is needed in order to identify. Thus, if it presents, no more institutions available in this area. The state mental is the only alternative, and a medical manner is needed. In this institution would be in another place of use, regardless of medication or any other activity which be may have developed.

The state mental is not desirable in such cases. Medical a child who is not a medical model and be in accordance with these the are optimal. An institution not to which the marriage of adoption, and counselor. The with the medical be- treatment medical also this also in medical the all be need to the state mental for the least also. There is a difficult that in Florida for mental institutions of this time, and the medical model implied and medication, the medical is also in the marriage of family and delinquent.

Community Problems

There are many communities in which the parents do not provide real homes for the children, because working conditions make real home life impossible. Where there is no companionship in the home, together with lack of devotion and affection on the part of the parents, there can be no real control of the children. Cases have been discovered where parents admitted that they did not know the whereabouts of their primary children. They could not control them sufficiently to keep them in school. Such children become attendance problems early in their school life and because of the delay in law enforcement and the lack of a place of commitment, they are allowed to remain in the community and school environment, where they have a deadly influence on other children and groups. Many children would cause no trouble if freed from the influence of such companions, who run at large with no home restraint.

Education Preferred to Penal Institution

Any institution for children should be educational, rather than penal. A committee should be provided to review cases referred for admission. There could be a standing committee for this purpose; this same committee could remain in office for a number of years. The personnel of the committee could consist of a supervisor, a supervising principal, two building principals and two teachers. The committee should be so arranged

Community Attitudes

There are some communities in which the planner or architecture good have a lot to contribute, because the people concerned make great demands from their locality. Other towns is so nonsensical in the sense, whether with lack of vision and attention on the part of the council, that one is at a great disadvantage in the building. Some have done a lot towards providing additional open space but have not considerable of their primary school education. They could not control and provide enough in their town in general. Such children become disadvantaged problems early in their school life and because of the lack in the appropriate use the land. If a chance of consultation, that are allowed to remain in old inconvenient and school environment, there they have a deeply influence on their children and grandchildren. Many children could cause to develop if there also the influence of such consultation, and that is lack of no good environment.

Equation Involved in Town Development

The investigation for children should be well-planned, without loss social. A consultation should be carried by getting great attention for education. There should be a distinct consultation for this purpose; this some consultation should result in action for a number of years. The consequence of the consultation could consist of a consultation, a quantity of consultation, the building consultants and the consultant. The consultant should be an architect

that elementary teachers and elementary principals would serve in cases involving elementary students, and secondary teachers and principals would serve for secondary students. A principal or a teacher should not serve on a case from his own school, and an alternate should be appointed for this purpose.

Such an institution could well serve as a center for several counties and the county superintendents should appoint the committees. It would be well if the committee members could be appointed with overlapping terms in order to have experienced members at all times, serving on the committee.

Such committees as suggested in the above paragraphs, would be advised by whatever guidance workers, psychologists, psychiatrists, social workers and visiting teachers available at the time in the areas.

> "One of the greatest contributions of child guidance clinics to mental hygiene practice has been the bringing together of the professions of psychiatry, medicine, psychology, and social work, in an attack on problems of behavior."[3]

Summary of Recommendations

1. Classes for Exceptional Children should be classed according to grades.

2. Extensions of the program will include speech correction, sight saving, physically handicapped, music, arts and

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3. L. F. Shaffer, The Psychology of Adjustment, p. 440.

crafts, and other needed divisions of classes for the exceptional child.

3. Specialized services would be available to all exceptional children.

4. Transportation to central locations with lunchroom facilities and every security should be considered.

5. A testing program is necessary before placing an exceptional child in a special class.

6. An institution is necessary to care for the maladjusted or truant child.

7. Education is much preferred to penal care.

8. A committee could judge the proper management and care of truant cases.

9. This committee could be central for several counties.

sought, are those people likely to choose for the school board unit.

2. Specialized services which be available on all educational problems.

3. Demonstration by medical inspection that inspection facilities are every respect should be available.

4. A further program is necessary before plans for educational unit in a special class.

5. An institution is necessary to meet for the mentalists or school unit.

6. Education is much neglected in rural [illegible].

7. A committee could have an active educational [illegible] show an [illegible] [illegible].

8. The committee would be centers the general [illegible].

CHAPTER XI

SUMMARY OF CHAPTERS

Chapter I contains the Setting of the Problem and literature related thereto.

Chapter II includes an evaluation of the program for exceptional children.

I. Organization

A. Planned by administrators and teachers

B. Children's school records were used as basis of selections.

C. These children were tested by trained psychologists

D. A supervisor and ten teachers were employed to care for ten groups that were organized.

Chapter III - Significance of Socio-Economic and Environmental Conditions.

I. Seasonal industry caused poor environmental conditions.

A. Insecurity

B. Inadequate medical care

C. Inadequate housing

D. Employment of the women of the family.

II. Poor Heredity is apparentlypresent.

III. Poor environment, heredity and training, singly and together produce exceptional children.

Chapter III

SUMMARY OF PROCEDURE

Chapter I presents the history of the problem and literature related thereto.

Chapter II includes an evaluation of the programs for emotionally ill children.

A. Organization

1. Planned by multidisciplinary team approach

2. Children's school records were used in lieu of school visits.

3. These children were tested by medical specialists.

4. A questionnaire and the teachers were employed to make for ten years that were available.

Chapter III - Highlights of Case-Histories for Individual Conditions.

I. Parental inadequacy caused most unfavorable conditions

1. Irresponsibility

2. Inadequate medical care

3. Inadequate housing

4. Employment of the mother of the family.

II. Deep Poverty is unfavorable.

III. Poor environment, neighborhood and training, school and housing provide established relations.

Chapter IV - Necessary Evaluation

I. Faulty educational program shown by incomplete schooling.

II. Exceptional child has a basic right of education.

III. Removal of exceptional children is favorable to development of normal groups.

Chapter V - Value of Testing Program for Exceptional Children.

I. Beta tests used were easily handled.

II. These tests were followed by testing from trained psychologists.

III. These tests enabled administrators to satisfactorily place exceptional children.

Chapter VI - Value of Health Program for Exceptional Children.

I. Medical examinations were given.

II. Physical corrections were made.

III. Lunches provided.

IV. Health habits were taught.

V. Health improvement made the education of exceptional children more effective.

Chapter VII - Value of Special Classes

I. Parents were pleased by educational opportunity given their children.

II. White House Conference gave a statement of children's rights.

III. Classroom teachers found normal school rooms improved and signs of improvement in exceptional children.

Question IV - Assessment Evaluation

I. Theory educational concepts about an incentive schedule.

II. Discussion with the a study right of education.

III. Concept of practical a Plan to implement in Instructional of course study.

Question V - Value of Training Course for Educational Children.

I. Have their been real benefit derived.

II. Have there been evidence of teaching been training psychiatrists.

III. Have there been noticed improvement in behavioral close evaluations noticed.

Question VI - Value of Medical Training for Educational Utility.

I. Medical responsibilities were given.

II. Training conditions that exist.

III. Therapy provided.

IV. Health benefits were benefit.

V. Health improvement made the activities of experimental children more effective.

Question VII - Value of Special Classes

I. Students were placed in educational community after their training.

II. Study Group conducted that a statement of Children needs studies.

III. Discussion concerning Special Classes Training - Special and regular Improvement in educational Children.

IV. Supervisors found:

A. General school situation benefitted

B. Morale of parents raised.

V. County superintendent:

A. High cost of program a problem

B. Program beneficial

VI. Needed for the development of the program:

A. Better financing

B. More teacher training.

Chapter VIII - Evaluation of Program for Exceptional Children as Determined by Interviews

I. Parents of the children express appreciation of the consideration given their children, but feared that the cost of the program might hinder its continuation.

II. White House Conference of 1932 gave a statement of the rights of the children.

III. Classroom teachers found the school rooms improved by the removal of disturbing element, and exceptional children show improvement.

IV. Supervisors thought general school situation benefitted. They stated that more administrative preparation would have been preferable.

V. Supervisors felt that morale of parents had been raised.

VI. County Superintendent felt costs of the program a problem, but agreed that it was beneficial.

VII. Better financing and more teacher training were given as needs for development.

IV. Conferences should:

A. Focused upon situation specifically

B. Handle all problems fully.

V. Should provide for:

A. High order of cooperation & initiative

B. Increased morale

VI. Leading for the development of the students:

A. Better Citizenship

B. More teacher initiative.

Chapter VIII - Evaluation of Program for Constructive Citizenship as Introduced in Industry

I. Results of the activities program substantiation of the assumption of given theory objectives, but feared that the year of the program didn't bolster its continuation.

II. Little total determination of type gave a statement of the ability of the children.

III. Classroom teachers found the school plans improved by the removal of industrial clubs, and accomplishment children show improvement.

IV. Conferences through personal school situations focused. They stated that some administrative procedures would have been preferred.

V. Supervisory help is a matter of concern that needed.

VI. Great increased initiative ability of the teachers & problem, and morale that it was beneficial.

VII. Better Citizenship and more leader training were shown as needs for improvement.

Chapter IX - Reports of Questionnaires to Teachers of Special Classes.

I. Ten teachers answered the questionnaire showing that a majority of the exceptional children had improved in,

A. Health

B. Physical Education

C. Reading ability

D. Number ability

E. Attention

F. Effort

G. Ability to follow directions

H. Arts and crafts

I. Handwriting

J. Speech

K. Ability to select activity

L. Personal appearance

II. Since these points are essential in the development of the child, the program of special education was valuable.

Chapter X - Recommendations for Expansion of the Program.

I. Group the children according to grade.

II. Extend the program to include,

A. Speech correction

B. Sight saving

C. Physical therapy

D. Music

Appendix II - Questionnaire on Conditions Leading to Success of Special Children.

I. The following statements describe conditions which are important for the preschool child with learning in:

A. Health

B. Emotional Stability

C. Reading Ability

D. Speech Ability

E. Intelligence

F. Effort

G. Ability to follow directions

H. Sole and Profile

I. Handwriting

J. Speed

K. Ability to maintain attention

L. Improved performance

II. Some these skills are essential in the development of the child, the presence of special education was valued.

Appendix X - Recommendations for Organization of the Program.

I. Group the children according to grade.

II. Extend the program in length.

A. Speech correction

B. Study period

C. Physical Education

D. Music

E. Art

F. Physical education with normal group

V. Transportation and lunchroom facilities

VI. Testing program before placement

VII. Institutional care made available

VIII. A general committee to judge management and care of exceptional children.

[illegible]

[illegible]. Dynamic characteristics with normal shock.

[illegible]. Transconductance and transformer capacitance.

[illegible]. Tuning [illegible] circuits.

[illegible]. Multiplication plate grid capacity.

[illegible]. A general consideration of false [illegible] and their [illegible] solution.

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A P P E N D I X

CASE HISTORY FACTS[1]

(Information needed prior to individual psychological examination)

I. Introduction.

It is the purpose of the case history to convey pertinent facts about the child who is in need of help. These facts may be secured by a teacher or special education, county supervisor, school nurse, or other qualified person. These data are necessary to give a better understanding of the child and are useful in planning for the future development of the child.

II. Source of Referral:

1. Who referred: A child may be referred by a teacher, parent, or agency.

2. Reason for referral: State briefly why the child requires special attention at the time. Has he failed to make progress in school because of physical, social, or mental development?

III. Personal History:

1. Developmental

a. Birth: birth date and place. Give mother's name. Give mother's health during pregnancy and the character of the delivery. (normal, instrumental, etc.).

b. Post natal factors: Describe early and subsequent feeding history, particularly if at all unusual. Tell the age the child first started to walk and talk. Were there any unusual behavior problems connected with the child's

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1. This outline was prepared by Dr. Hugh L. Waskom, Director, Psychological Clinic, Florida State University, Tallahassee, Florida.

development. If sleep disturbances have been present, tell the nature and frequency. Describe nervous habits such as tics, nail biting, thumb sucking, peculiarity of speech, masturbation.

c. Early illness: Childhood diseases-unusual development such as ear infections, or conditions which follow illnesses that called for special medical attention. Describe any serious accidents the child may have had, and the effects of these.

d. Report on current medical examination and recommendations: State present health and include report of any recent physical examination which has been given the child. Describe any disabilities or afflictions which he may have.

IV. Social History

I. Family: Describe the father's occupation and the family's present income. Does the mother work? Describe her job. Tell to what extent the family has been self-supporting. How far did the parents go in school? Describe briefly the economic, social and cultural background of each parent, giving the size of the families from which they came, if either parent is dead, tell how the family has managed since the death of the parent. What effect has the loss of this parent had upon the child's development? Does the family life appear to be congenial? If not, what is the source of the friction? Does the child seem to get along better with one parent or the other? If so, which one? Which parent has the most responsibility for discipline of the child? What type of discipline is most generally used? Describe the sibling relationships.

[illegible]

c. Bodily illness: [illegible] -- and [illegible] [illegible] [illegible]

2. Home environment: How long has the family lived in the community? Describe the type of home. How does the home compare with others in the neighborhood?

3. Community: Describe the type of community (residential, factory, agriculture, etc.) Does the child have access to supervised recreational facilities? Are undesirable influences such as pool halls, taverns, etc. readily accessible?

V. School History:

Give age of entering school, number of schools attended, general level of performance, present grade, and whether the child has failed or skipped any grades. Tell of any special abilities or difficulties in school work. Is the child's behavior considered a problem in school? Describe. Tell the child's attitude towards school. Be sure to include information from previous teachers as well as current data.

VI. Miscellaneous:

Any item not referred to in other parts of the report should be mentioned here. Observations of teachers, impressions obtained from parents, friends, etc. If any previous recommendations have been made they should be recorded here.

5. Home environment: Does [illegible] the family live in the community? Describe the type of home. Does [illegible] consume with others in the neighborhood?

6. Community: Describe the type of community (rural, urban, factory, agricultural, etc.) Has the child [illegible] or supervised recreational facilities? Are available facilities such as [illegible], [illegible], etc. actually accessible?

7. School History:

Give the [illegible] grade, number of [illegible], [illegible] level of performance, [illegible] grade. Has [illegible] child been failed or skipped any grade. [illegible] additional or additional in school work. In the [illegible] activities participated in school work. Is the child's [illegible] school [illegible]. Is [illegible] to [illegible] [illegible] the [illegible] [illegible] as well as [illegible].

VI. Classification:

Did [illegible] not [illegible] to [illegible] [illegible] of the [illegible] should be [illegible]. [illegible] of [illegible], [illegible] [illegible] [illegible], [illegible], etc. If any [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].